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| Grade: 910 |

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| **Strand: READING PROCESS** |
| Standard 5: Fluency  The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.1.5.1 | The student will adjust reading rate based on purpose, text difficulty, form, and style. |

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| Standard 6: Vocabulary Development  The student uses multiple strategies to develop grade appropriate vocabulary. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.1.6.1 | The student will use new vocabulary that is introduced and taught directly; |

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| LA.910.1.6.2 | The student will listen to, read, and discuss familiar and conceptually challenging text; |

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| LA.910.1.6.3 | The student will use context clues to determine meanings of unfamiliar words; |

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| LA.910.1.6.4 | The student will categorize key vocabulary and identify salient features; |

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| LA.910.1.6.5 | The student will relate new vocabulary to familiar words; |

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| LA.910.1.6.6 | The student will distinguish denotative and connotative meanings of words; |

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| LA.910.1.6.7 | The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; |

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| LA.910.1.6.8 | The student will identify advanced word/phrase relationships and their meanings; |

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| LA.910.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context; |

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| LA.910.1.6.10 | The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and |

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| LA.910.1.6.11 | The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP). |

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| Standard 7: Reading Comprehension  The student uses a variety of strategies to comprehend grade level text. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.1.7.1 | The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; |

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| LA.910.1.7.2 | The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning; |

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| LA.910.1.7.3 | The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details; |

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| LA.910.1.7.4 | The student will identify cause-and-effect relationships in text; |

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| LA.910.1.7.5 | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |

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| LA.910.1.7.6 | The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; |

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| LA.910.1.7.7 | The student will compare and contrast elements in multiple texts; and |

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| LA.910.1.7.8 | The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. |

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| **Strand: LITERARY ANALYSIS** |
| Standard 1: Fiction  The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.2.1.1 | The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; |

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| LA.910.2.1.2 | The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict); |

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| LA.910.2.1.3 | The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position); |

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| LA.910.2.1.4 | The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance; |

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| LA.910.2.1.5 | The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery); |

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| LA.910.2.1.6 | The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback; |

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| LA.910.2.1.7 | The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts; |

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| LA.910.2.1.8 | The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; |

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| LA.910.2.1.9 | The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and |

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| LA.910.2.1.10 | The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture. |

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| Standard 2: Nonfiction  The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.2.2.1 | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); |

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| LA.910.2.2.2 | The student will use information from the text to answer questions or to state the main idea or provide relevant details; |

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| LA.910.2.2.3 | The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining); |

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| LA.910.2.2.4 | The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and |

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| LA.910.2.2.5 | The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. |

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| **Strand: WRITING PROCESS** |
| Standard 1: Prewriting  The student will use prewriting strategies to generate ideas and formulate a plan. |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.3.1.1 | The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; |

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| LA.910.3.1.2 | The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and |

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| LA.910.3.1.3 | The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style. |

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| Standard 2: Drafting  The student will write a draft appropriate to the topic, audience, and purpose. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.3.2.1 | The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience; |

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| LA.910.3.2.2 | The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and |

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| LA.910.3.2.3 | The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression. |

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| Standard 3: Revising  The student will revise and refine the draft for clarity and effectiveness. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.3.3.1 | The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; |

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| LA.910.3.3.2 | The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; |

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| LA.910.3.3.3 | The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and |

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| LA.910.3.3.4 | The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). |

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| Standard 4: Editing for Language Conventions  The student will edit and correct the draft for standard language conventions. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.3.4.1 | The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant); |

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| LA.910.3.4.2 | The student will edit for correct use of capitalization, including names of academic courses and proper adjectives; |

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| LA.910.3.4.3 | The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics; |

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| LA.910.3.4.4 | The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and |

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| LA.910.3.4.5 | The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect. |

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| Standard 5: Publishing  The student will write a final product for the intended audience. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.3.5.1 | The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); |

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| LA.910.3.5.2 | The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and |

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| LA.910.3.5.3 | The student will sharing with others, or submitting for publication. |

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| **Strand: WRITING APPLICATIONS** |
| Standard 1: Creative  The student develops and demonstrates creative writing. |

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| LA.910.4.1.1 | The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and |

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| LA.910.4.1.2 | The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format. |

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| Standard 2: Informative  The student develops and demonstrates technical writing that provides information related to real-world tasks. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.4.2.1 | The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions); |

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| LA.910.4.2.2 | The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information; |

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| LA.910.4.2.3 | The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs; |

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| LA.910.4.2.4 | The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email); |

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| LA.910.4.2.5 | The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and |

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| LA.910.4.2.6 | The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation). |

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| Standard 3: Persuasive  The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.4.3.1 | The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and |

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| LA.910.4.3.2 | The student will include persuasive techniques. |

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| **Strand: COMMUNICATION** |
| Standard 1: Penmanship  The student engages in the writing process and writes to communicate ideas and experiences. |

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| LA.910.5.1.1 | The student will use fluent and legible handwriting skills. |

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| Standard 2: Listening and Speaking  The student effectively applies listening and speaking strategies. | |
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| LA.910.5.2.1 | The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation); |

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| LA.910.5.2.2 | The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations); |

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| LA.910.5.2.3 | The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations; |

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| LA.910.5.2.4 | The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and |

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| LA.910.5.2.5 | The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts). |

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| **Strand: INFORMATION AND MEDIA LITERACY** |
| Standard 1: Informational Text  The student comprehends the wide array of informational text that is part of our day to day experiences. |

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| LA.910.6.1.1 | The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; |

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| LA.910.6.1.2 | The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and |

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| LA.910.6.1.3 | The student will use the knowledge to create a workplace, consumer, or technical document. |

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| Standard 2: Research Process  The student uses a systematic process for the collection, processing, and presentation of information. | |
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| LA.910.6.2.1 | The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; |

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| LA.910.6.2.2 | The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; |

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| LA.910.6.2.3 | The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and |

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| LA.910.6.2.4 | The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. |

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| Standard 3: Media Literacy  The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.6.3.1 | The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media; |

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| LA.910.6.3.2 | The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and |

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| LA.910.6.3.3 | The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation. |

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| Standard 4: Technology  The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.910.6.4.1 | The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and |

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| LA.910.6.4.2 | The student will routinely use digital tools for publication, communication and productivity. |

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| Grade: 1112 |

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| **Strand: READING PROCESS** |
| Standard 5: Fluency  The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. |

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| LA.1112.1.5.1 | The student will adjust reading rate based on purpose, text difficulty, form, and style. |

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| Standard 6: Vocabulary Development  The student uses multiple strategies to develop grade appropriate vocabulary. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.1112.1.6.1 | The student will use new vocabulary that is introduced and taught directly; |

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| LA.1112.1.6.2 | The student will listen to, read, and discuss familiar and conceptually challenging text; |

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| LA.1112.1.6.3 | The student will use context clues to determine meanings of unfamiliar words; |

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| LA.1112.1.6.4 | The student will categorize key vocabulary and identify salient features; |

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| LA.1112.1.6.5 | The student will relate new vocabulary to familiar words; |

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| LA.1112.1.6.6 | The student will distinguish denotative and connotative meanings of words; |

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| LA.1112.1.6.7 | The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; |

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| LA.1112.1.6.8 | The student will identify advanced word/phrase relationships and their meanings; |

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| LA.1112.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context; |

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| LA.1112.1.6.10 | The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and |

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| LA.1112.1.6.11 | The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic). |

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| Standard 7: Reading Comprehension  The student uses a variety of strategies to comprehend grade level text. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.1112.1.7.1 | The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; |

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| LA.1112.1.7.2 | The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning; |

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| LA.1112.1.7.3 | The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; |

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| LA.1112.1.7.4 | The student will identify cause-and-effect relationships in text; |

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| LA.1112.1.7.5 | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |

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| LA.1112.1.7.6 | The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; |

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| LA.1112.1.7.7 | The student will compare and contrast elements in multiple texts; and |

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| LA.1112.1.7.8 | The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. |

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| **Strand: LITERARY ANALYSIS** |
| Standard 1: Fiction  The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.1112.2.1.1 | The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; |

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| LA.1112.2.1.2 | The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict); |

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| LA.1112.2.1.3 | The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities; |

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| LA.1112.2.1.4 | The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme; |

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| LA.1112.2.1.5 | The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial; |

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| LA.1112.2.1.6 | The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback); |

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| LA.1112.2.1.7 | The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions; |

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| LA.1112.2.1.8 | The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; |

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| LA.1112.2.1.9 | The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and |

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| LA.1112.2.1.10 | The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture. |

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| Standard 2: Nonfiction  The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. | |
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| LA.1112.2.2.1 | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); |

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| LA.1112.2.2.2 | The student will use information from the text to answer questions or to state the main idea or provide relevant details; |

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| LA.1112.2.2.3 | The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining); |

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| LA.1112.2.2.4 | The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and |

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| LA.1112.2.2.5 | The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. |

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| **Strand: WRITING PROCESS** |
| Standard 1: Prewriting  The student will use prewriting strategies to generate ideas and formulate a plan. |

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| LA.1112.3.1.1 | The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; |

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| LA.1112.3.1.2 | The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and |

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| LA.1112.3.1.3 | The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style. |

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| Standard 2: Drafting  The student will write a draft appropriate to the topic, audience, and purpose. | |
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| LA.1112.3.2.1 | The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience; |

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| LA.1112.3.2.2 | The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and |

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| LA.1112.3.2.3 | The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression. |

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| Standard 3: Revising  The student will revise and refine the draft for clarity and effectiveness. | |
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| LA.1112.3.3.1 | The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; |

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| LA.1112.3.3.2 | The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; |

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| LA.1112.3.3.3 | The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and |

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| LA.1112.3.3.4 | The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). |

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| Standard 4: Editing for Language Conventions  The student will edit and correct the draft for standard language conventions. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.1112.3.4.1 | The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant); |

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| LA.1112.3.4.2 | The student will edit for correct use of capitalization, including names of academic courses and proper adjectives; |

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| LA.1112.3.4.3 | The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics; |

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| LA.1112.3.4.4 | The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and |

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| LA.1112.3.4.5 | The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments. |

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| Standard 5: Publishing  The student will write a final product for the intended audience. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.1112.3.5.1 | The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); |

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| LA.1112.3.5.2 | The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and |

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| LA.1112.3.5.3 | The student will sharing with others, or submitting for publication. |

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| **Strand: WRITING APPLICATIONS** |
| Standard 1: Creative  The student develops and demonstrates creative writing. |

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| LA.1112.4.1.1 | The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and |

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| LA.1112.4.1.2 | The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format. |

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| Standard 2: Informative  The student develops and demonstrates technical writing that provides information related to real-world tasks. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.1112.4.2.1 | The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions); |

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| LA.1112.4.2.2 | The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information; |

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| LA.1112.4.2.3 | The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs; |

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| LA.1112.4.2.4 | The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email); |

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| LA.1112.4.2.5 | The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and |

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| LA.1112.4.2.6 | The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation). |

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| Standard 3: Persuasive  The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. | |
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| LA.1112.4.3.1 | The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and |

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| LA.1112.4.3.2 | The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer). |

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| **Strand: COMMUNICATION** |
| Standard 1: Penmanship  The student engages in the writing process and writes to communicate ideas and experiences. |

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| LA.1112.5.1.1 | The student will use fluent and legible handwriting skills. |

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| Standard 2: Listening and Speaking  The student effectively applies listening and speaking strategies. | |
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| LA.1112.5.2.1 | The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations; |

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| LA.1112.5.2.2 | The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria; |

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| LA.1112.5.2.3 | The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria; |

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| LA.1112.5.2.4 | The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and |

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| LA.1112.5.2.5 | The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes. |

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| **Strand: INFORMATION AND MEDIA LITERACY** |
| Standard 1: Informational Text  The student comprehends the wide array of informational text that is part of our day to day experiences. |

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| LA.1112.6.1.1 | The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; |

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| LA.1112.6.1.2 | The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and |

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| LA.1112.6.1.3 | The student will use the knowledge to create workplace, consumer, or technical documents. |

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| Standard 2: Research Process  The student uses a systematic process for the collection, processing, and presentation of information. | |
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| LA.1112.6.2.1 | The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; |

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| LA.1112.6.2.2 | The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; |

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| LA.1112.6.2.3 | The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and |

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| LA.1112.6.2.4 | The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. |

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| Standard 3: Media Literacy  The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. | |
| **BENCHMARK CODE** | **BENCHMARK** |
| LA.1112.6.3.1 | The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media; |

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| LA.1112.6.3.2 | The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and |

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| LA.1112.6.3.3 | The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation. |

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| Standard 4: Technology  The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. | |
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| LA.1112.6.4.1 | The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and |

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| LA.1112.6.4.2 | The student will routinely use digital tools for publication, communication and productivity. |